Walsall Council
Walsall Children's Services

Attendance and Vulnerability Profile Tool

What is the Attendance and Vulnerability Profile Tool?

The Attendance and Vulnerability Profile Tool is a simple to use means of identifying, prioritising and tracking vulnerable pupils. It can be used to inform priorities and provision planning to support individuals and groups.

Absence is almost always a symptom of wider circumstances therefore schools, trusts and local authorities should always work together with other local partners to understand the barriers to attendance and provide support.

How do I use the tool?

1.   The tool will be used for all pupils who are classified as severely absent by the DfE (50.00% or more absence), and those who are known to be in vulnerable groups (SEN Support, EHCP, Reduced Timetable, Child in Care, Child in Need, Child Protection, Early Help, Youth Justice, Excluded/Suspended, Missing & Found).

2.   Identify 'best fit' scores against the vulnerability indicators.

3.   The Excel spreadsheet will calculate totals automatically, colour-coding levels of concern; **Green** (0-4), **Amber** (5-10) and **Red** (11 and above).

Vulnerability Indicators

Attendance

Attendance Rate includes authorised and unauthorised absence. This will be automatically calculated based on attendance percentage.

Score	Descriptors
0	**95.0% - 100.0%**
1	**91.0% - 94.99%**
2	**50.01% - 90.99%**
3	**00.0% - 50.0%**

Behaviour Audit

Behaviour is the presentation of social and emotional needs. The behaviour could present in structured and/or unstructured times. *Please note, the pupil should be scored on which descriptor describes their behaviour best however, they do not need to meet all of the examples given.*

Score	Descriptors
0	Copes well in school. Fully engages in normal interactions and activities in and out of the classroom. Generally responds to normal expectations and consequences. Limited low-level disruption occurs rarely/never.
1	**Externalising:** Occasional low-level disruptive behaviour, non-compliance and/or unpredictability. **Internalising:** Quiet/passive. Does not always engage fully. Occasional off-task behaviour and unpredictable responses.
2	**Externalising:** Regular low-level disruptive behaviour and non-compliance. Off-task behaviour and emotional outbursts. **Internalising:** Regularly presents as anxious and uncommunicative. Some off-task behaviour and inappropriate responses to situations. Formal communication with parents. Behaviour targets in place.
3	**Externalising:** Persistent disruptive behaviour and frequent non-compliance. Verbal/physical aggression or retaliation and high risk behaviour. **Internalising:** Needs a high level of reassurance, or is emotionally detached and avoidant. Often off task. Heightened responses to situations. Frequently anxious/isolated/withdrawn. Individual support plans in place.

Suspensions/Exclusions

Score	Descriptors
0	No history of suspensions or exclusions.
2	1 – 9 suspensions in the last two academic years
3	10 or more suspensions in the last two academic years
4	Previous Permanent Exclusion

Social Development

Social development includes interactions with others and participation in peer group. It is concerned with the development of relationships with adults and peers and the adoption of a moral code.

Score	Descriptors
0	**Social development normal for chronological age.**
1	**Low-level difficulties with relationships which indicate that social development is not age appropriate.** E.g. Difficulties sharing, turn-taking, following rules, etc.
2	**Significant difficulties with relationships.** E.g. Increasing difficulties sustaining friendships and being accepted in peer group. Inconsistent responses to key adult(s).
3	**Extreme difficulties with relationships.** E.g. Lack of trust/ underdeveloped social skills/reactions in social situations can be extreme.

Attainment

Score	Descriptors
0	**At expectation or above as indicated by teacher assessment.**
2	**Inconsistent achievement**, ranging from expected and below, as indicated by teacher assessment and/or pupil tracking.
3	**Consistently below expectation**, as indicated by teacher assessment and/or pupil tracking.

SEN including Disabilities

Score	Descriptors
0	**N – No special educational needs**
2	**K – SEN Support**
3	**E – Education, health and care plan**

Mobility

NB: 'Change of school' includes end of year transfers to primary, middle or secondary as expected. Transfer years are potential stress points for children.

Score	Descriptors
0	**No change of school during the previous three years.**
2	**One change of school in the previous three years.**
3	**More than one change of school in the previous three years.**

Home/School Partnership

Score	Descriptors
0	**Consistent engagement between parent(s) and School in line with School's expectations.**
2	Parental and school views of the needs of the child are mismatched.
3	Working relationships are difficult, possibly requiring mediation or intervention from other services and/or there is a lack of engagement e.g. failing to attend arranged meetings, lack of contact from parent(s), and no response to requests for contact.

Family Circumstances

Score	Descriptors
0	**Home setting presents as stable.**
1	**Low-level stress in home setting.** E.g. Early Help, relationship problems, short-term illness, economic difficulties, parental absence.
2	**Significant level of stress in home setting/s.** E.g. MARFs previously submitted by school and/or involvement of Social Care within the previous two years (CIN/CP).
3	**High and/or sustained level of stress in home setting/s.**
4	**Accommodated, Care Order or Child in Care.**